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ABSTRACT

The guide lists information on 56 resources (journal articles, books, reports, monographs) dealing with the education of children with behavioral disorders and published between 1950 and 1983. An introductory section reviews issues involved in the definition of the population, considers implications of the term "emotional disturbance," and cites an attempt to expand and clarify the definition found in the regulations for P.L. 94-142, the Education for All Handicapped Children Act. The section concludes with a review of educational treatment orientations, the history of professional associations involved with this population, and the changing roles of parents. The resources are arranged in 13 subject headings: assessment, characteristics and etiology, curriculum, behavioral general references, psychoeducational general references, general references, incidence, behavioral intervention, medical intervention, psychoeducational intervention, legal and philosophical issues, programs, and parent information. Each citation lists title, author, publisher/producer, publication date, abstract and descriptors. A discussion of legal advocacy for persons with emotional disturbance is followed by a list of materials for inservice education with regular and special education teachers. (CL)

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RESOURCE CATALOGUE

Educating Behaviorally Disordered and Emotionally Disturbed Pupils

Program Assistance
Report No. 11

Frank Wood
Robert Lininger
Bruce Balow

EC 160 945

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Program Assistance
Report # 11

August 1982

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INTRODUCTION

Background

Schools, both public and private, have been reluctant to assume responsibility for educating students whose special needs bring them the label of behaviorally disordered and emotionally disturbed (BD/ED). Characteristically, these students behave in ways that are highly disturbing to teachers and other students without the excuse of clearly definable physical stigmata or intellectual deficiency. Special features of the social process of labeling students as behaviorally disordered/emotionally disturbed have been discussed elsewhere (Wood & Lakin, 1979; Wood, 1981). By a curious involution in our thinking, we, who are affected by these students, end up by calling those who are "emotionally disturbing," the "emotionally disturbed," as if thereby to explain their behavior to ourselves.

Most efforts to intervene to change disturbing behavior are directed at an individual, the student who has been named bearer of the problem, rather than at the network of disturbed relationships of which he/she has become the focus. The total network includes others such as teachers, fellow students, parents, and other school and community members. Rhodes (1967, 1970) is among those who have argued strongly that effective and appropriate interventions must be aimed at this network of relationships among individuals and the environmental context in which the disturbance occurs rather than being focussed on a designated problem bearer, the so-called ecological viewpoint. However, for a variety of social, political, and economic reasons, most school programs continue to focus primarily on individual students. Efforts are frequently made to involve parents and

community agencies in joint approaches to problems, but the major press for behavioral change is directed toward students. In the history of school responses to BD/ED students, this has been a characteristic of the pattern of service provided.

Until the passage of more strict laws regulating suspension and expulsion of pupils, school personnel often freed the schools from the disruptive presence of BD/ED students by excluding them from school. This practice was defended as protecting the rights of teachers and other students, and prior to the development of the ecological viewpoint on mental health and related community service programs, was indirectly supported by many mental health personnel who viewed the school as a major source of stress from which students should be removed or protected to facilitate progress during therapy. The school programming which existed up until the 1950's was almost entirely restricted to special school or hospital settings. The nature of these programs varied considerably, depending on the attitudes of individual institutional administrators about the importance of education as part of the total program.

A decline in confidence in one-to-one clinical counseling as a treatment for emotional disturbance in children and adolescents led to greater emphasis on the total institutional environment, the "milieu," in treatment. The potential contribution of child care workers and teachers to therapeutic treatment received greater attention. Fritz Redl and others encouraged the application of quasi-clinical treatment procedures like the Life Space Interview by teachers as well as clinicians (Redl, 1959, 1966; Morse, 1963). Simultaneously, the development of intervention strategies based on the application of principles derived from research on learning in people and animals gave teachers an instructionally-related tool for changing social as well as academic behavior. While turf-protecting

mental health clinicians could deny teachers the right to engage in "therapy" with children, they could not deny them the right to "teach new behavior."

Since 1950, there has been a slow but steady increase in the number of school-based programs for BD/ED students. These programs range from consulting or resource teacher service options to special classes and special schools. But, the tendency to focus on the child as the locus of the disturbance and to "cure" the situation at which disturbance has risen by removing the child from it continues, as is often shown by the prevalence of more students with the BD/ED label in special classes or special school programs than in regular or resource room programs.

Defining Behavioral Disorders/Emotional Disturbance

The label "behavioral disorders" directs our attention to behavior that is disturbing to us because it is disorderly and disruptive, or anxiety producing because of its marked discrepancy from the behavior expected for persons of a particular age, status, and sex. On the other hand, by calling behavior "emotionally disturbed," we direct attention to internal states which we infer to be "disturbed" on the basis of the behavior that disturbs us. Traditional psychodynamically-oriented therapists have preferred the latter label, while learning oriented psychologists have chosen the former. Because it has been in general usage for a longer period of time and has passed over into the vocabulary of nonspecialists, the label "emotionally disturbed" is that most generally used in public discussions of problem behavior in schools. But, since the practice of special education teachers is typically a mixture of procedures selected from the interventions developed by proponents of both psychodynamic and behavioral approaches, educators may use one or both labels. What constitutes an adequate definition of behavioral disorders-emotional disturbance?

Wood (1979) has suggested that an adequate definition should contain six elements. Phrased in the form of questions these are:

(1) The "disturber" element: What or who is perceived to be the focus of the problem?
(2) The "problem behavior" element: How is the problem behavior described?
(3) The "setting" element: In what setting does the problem behavior occur?
(4) The "disturbed" element: Who regards the behavior as a problem?

And the questions that relate to the use we can make of the definition:

(5) The "operationalizing" element: Through what operations and by whom is the definition used to differentiate disturbers from nondisturbers or to assess the needs of disturbers? (Note: At this point, many traditional definitions move rapidly from descriptions of behavior to inference of disturbance.)
(6) The "utility" element: Does the definition when operationalized provide the basis for planning activities that will benefit those labeled such as needs assessment, individual assessment, program evaluation, etc.?

The specificity with which a definition addresses each of these questions determines its usefulness for the task at hand. The answer need not be the same for each task, and probably should not be, but the questions should be addressed (1979, pp. 7-8).

When the current federal definition of "seriously emotionally disturbed", which is the label occurring in PL 94-142, was published in the Federal Register in 1977, it read as follows:

> The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
> (A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;
> (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
> (C) Inappropriate types of behavior or feelings under normal circumstances;
> (D) A general pervasive mood of unhappiness or depression; or
> (E) A tendency to develop physical symptoms or fears associated with personal or school problems.
> The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed. (Federal Register, 1977, p. 42478)

The phrase referring to "autism" was removed in 1981, and children with autistic characteristics were clustered with those having "other health disorders."

When this definition is measured against the six criteria for adequacy, we notice that the focus is on the child as the locus of the disturbing behavior. The child is the disturber. It is not made clear who is disturbed, except through implication that it is someone that is involved in the school. That the school is the setting of primary concern is suggested by the clause, "which adversely affects educational performance." A rule for determining the seriousness of observed adverse effects, as well as of any of the other behaviors mentioned, is not specified in operational terms, thereby leaving this definition a matter for the exercise of professional judgment. Assessment of the "utility" of the definition is difficult. On the one hand, it leaves to state special education staffs and labeling professionals a wide area for the exercise of judgment in deciding whether a given student's behavior qualifies him/her for special educational service as "seriously emotionally disturbed." On the other hand, the definition provides no basis for deciding disputes among clinicians or between parents and school personnel about the appropriateness of different decisions about eligibility.

In various states, efforts have been made to build on and clarify this federal definition. For example in Minnesota, Carolyn Elliott, the state consultant for programs for serving BD/ED students, is coordinating a statewide discussion of how Minnesota's definition can be improved. This project is not yet completed, but one of the definitions proposed for discussion shows how the federal definitions might be expanded and clarified:

PILOT DFINITION AND BEHAVIOR CRITERIA FOR EMOTIONAL/BEHAVIORAL DISORDERS

Within the educational setting the existence of an emotional/behavioral disorder is determined by the team specified in (Minnesota) State Board of Education rule 5 MCAR § 1.0125 and, when necessary, P.L. 94-142 § 121 a. 344. Minimally, the team must substantiate that all six of the following elements exist and verify that the condition:

1) significantly interferes with the student's or other student's educational processes;
2) occurs in more than one educational setting;
3) has not been ameliorated (improved) by at least two documented interventions applied in the regular school setting;
4) necessitates the provision of special education and services;
5) is chronic (continuing over a long period of time) and intense (characterized by high frequency, long duration, and/or high strength); and
6) is characterized by one or more of the five behavior criteria listed below:

a. Difficulty building or maintaining satisfactory interpersonal relations with peers, teachers and/or school personnel.

Examples of characteristics of this behavior pattern:

Argumentative
Avoids interaction with peers or others
Does not trust others
Excessive dependency
Excessively controlling of others
Inappropriate sexual behavior
Is fearful of others
Isolation or social withdrawal
Physically or verbally abusive
Self-effacing
Volatile relationships

b. A general pervasive mood of unhappiness or depression (wide-mood swings).

Examples of characteristics of this behavior pattern:

Apathetic
Despair
Excessive anxiety
Excessive crying
Hopelessness
Immobilized
Preoccupation with negatives
Rapid mood swings
Suicidal, self-destructive

c. A tendency to develop a variety of physical symptoms or fears associated with personal or school problems.

Examples of characteristics of this behaivor pattern:

- Absences and tardiness due to illness
- A persistent fear related to:
  - a specific subject area, PE
  - failure/success
  - testing
  - new situations:
    - authority figure
    - females
    - males
    - touch
- Chemical abuse/dependency
- Complains of not feeling well
- Hygiene problems (neglect)
- Nervous habits such as tics, nail biting, flinching
- Refusal to attend school
- Requests to visit the school nurse
- Self-mutilating
- Stress related illnesses, such as:
  - asthma/allergies
  - headaches
  - nausea/vomiting
  - rashes, hives
  - ulcers/colitis
- Truancy due to illness
- Unusual sleep or eating patterns
- Weight problems

d. Inappropriate behaviors or feelings under normal circumstances.

Examples of characteristics of this behavior pattern:

- Affect which is incongruent or highly changeable
- Behavior/development not age appropriate
- Disorganized
- Excessive/antagonizing behavior
- Hostility
- Inappropriate laughter, crying or sounds
- Lying, stealing, cheating
- Odd or unconventional behavior
- Overreacts
- Refused to do school work or respond
- Rigid - not able to make changes or transitions
- Seeks attention in inappropriate ways - language/actions
- Self-stimulation
- Temper tantrums
- Threatens others
- Unanticipated violence or destruction

e. Difficulty (underachievement) in learning given adequate educational opportunities which cannot be explained by intellectual, sensory, health, cultural or linguistic factors.

Examples of characteristics of this behavior pattern:

Assignment problems:
incomplete, late
complete but not handed in
Behind in credits earned
Change in organizational skills
Change in rate of skill acquisition
Change in school attendance pattern
Day dreaming
Experienced a life crisis event such as death, divorce, etc.
Experienced a life threatening event such as illness, and accident or crime
Inability to stay on task
No longer follows classroom rules and procedures
Normal achievement rate followed by regression or failure to progress
Retention problems
Significant decline in grades earned
Quits/gives up

The team responsible for verifying these six elements must also determine that the behavior is not primarily the result of intellectual, sensory, health, cultural or linguistic factors. (No student shall be assigned to a program for students with emotional/behavior disorders for disciplinary reasons only.) (Minnesota State Department of Education, 1981, pp. 10-12.)

The most noticeable change from the original definition is the addition of sample characteristics under each of the federal criteria. However, there is also greater detail about the school context, the decision making role of the team, and mention is made of the relationship between settings and behavior.

Because attribution of emotional disturbance to others can not be freed from its roots in our subjective feelings about them, and because there is a strong defensive resistance to the ecological principle that it is social networks and their related settings rather than individuals who are disturbed, the definition of behavioral disorders/emotional disturbances will not be perfected at any time in the forseeable future. Discussions of the

problems in the existing definitions will prompt us to use them more appropriately and more cautiously in the meantime.

Is Social Maladjustment the Result of Emotional Disturbance?

The federal definition of serious emotional disturbance expressly excludes students who are "socially maladjusted unless it is determined that they are seriously emotionally disturbed" (Federal Register, 1977, p. 42478). Since, "social maladjustment" is never defined, this exclusion becomes a tautology. Neel and Rutherford (1981) have criticized this exclusionary clause, arguing that its major effect is to create a loophole which school personnel can use to justify denial of special service to certain students, particularly older disruptive youth. How often this occurs in fact is a matter of dispute, but the possibility for abuse exists with any exclusionary clause when the characteristics of the excluded class are not clearly described.

Prevalence of Behavioral Disorders/Emotional Disturbance

After reviewing the published literature on the prevalence of behavioral disorders/emotional disturbance, Wood and Zabel (1978) suggested that 1.5-3% of the student popualtion are in need of special education services because of serious, recurrent, or persistent problems of adjustment in school. This is only a subgroup of the total group (25-30%) described by teachers as showing serious problem behavior or signs of emotional disturbance in any given year (Rubin & Balow, 1978). More precise estimates are not possible because of the subjective nature of the definitions used, a problem that has already been discussed.

It is clearly not appropriate to label 25-30% of the school population as BD/ED, or to develop special schools or special class programs for them. Removal of students from regular classrooms will be necessary for some of

the low incidence target group of severely handicapped students, but not for such a large number. Supportive consulting and resource service supplemented by on-going training of regular teachers in effective procedures for accomodating to the variability in normal student behavior (MacFarlane, Allan & Honzik, 1954) and managing crisis situations when they occur should enable schools to meet the needs of the total group more adequately.

Educational Treatment Orientations

The mainline psychotherapeutic orientations that developed from insights into the dynamics of human behavior synthesized by Sigmund Freud and his followers focused on the individual as the center of disturbance, despite the cautionary statements of therapists like C.G. Jung, who wrote in 1938, "Theories in psychology are the very devil. It is true that we need certain points of view for their orienting and heuristic value; but they should always be regarded as mere auxiliary concepts that can be laid aside at any time. We still know so little about the psyche that it is positively grotesque to think we are far enough advanced to frame general theories....No doubt theory is the best cloak for lack of experience and ignorance, but the consequences are depressing: bigotedness, superficiality, and scientific sectarianism" (1969, p. 7). Most psychotherapists were very confident of their ability to analyze and treat problem behavior. The patient was the child not the social systems in which the child interacted. Parents and teachers were frequently regarded as contributors to the problem, from whom the child should be protected while therapy proceeded, rather than possible agents of healing. The therapist alone possessed that power.

This lack of interest in the therapeutic potential of education, with an accompanying pressure on teachers "to keep out of the way of therapy," is still encountered in some hospitals and residential treatment centers, but is no longer typical. When behavioral psychologists began applying

learning principles to human behavior problems, teachers were quick to see these as related to their already developed instructional expertise and began to make applications in the classroom. As already mentioned, Redl and Morse argued for the admission of educators as full members of the treatment team beginning in the 1950's. During the 1960's, Hobbs and his associates in the ReEd project (1966) made the teacher/counselor the primary agent for therapeutic intervention in a residential treatment program based on a milieu or ecological treatment model. While some of the rhetoric discussing the changing patterns of service was strident, and occasional teachers and behavioral psychologists overstated the power of their methods, the general trend has been toward a position of greater modesty consistent with Jung's wise comment on the complexity of human behavior. Large numbers of teachers still identify themselves strongly with either the psychodynamic or behavioral orientations, but most teachers find it best to draw from a set of interventions in which both behavioral and psychodynamic in strategies are included.

F. H. Wood (1982) has suggested that effective teachers must be skilled in three approaches to the management of behavior: anticipatory-preventive, crisis-managing, and developmental. He suggests that a social learning theory model relating observed behavior to inferences about inner states (attitudes, motives, thoughts, and feelings) is helpful for conceptualizing the relationships between the psychodynamic and behavioral approaches. Others who have developed programs combining both approaches are Long, Morse, and Newman (1980), M. M. Wood (1975), and Hewett and Taylor (1980). Among those representing a more behavioral approach than those just mentioned are Gardner (1978) and Walker (1979). As a means of pulling together the best from the psychodynamic and behavioral approaches, McDowell, Adamson, and Wood (1982) coordinated the development of a text

to which special educators from all perspectives contributed.

New and better descriptions of effective educational interventions appropriate for the BD/ED student are appearing every day. Descriptions of programs of such intervention are included in the reference list that is part of this source book. The teacher or administrator who is interested in continuing professional growth will find much that is stimulating in the literature.

Professional Organizations

As teachers specializing in the education of BD/ED students gained in confidence and numbers, they began to organize in the interest of their professional growth and recognition. In the 1950's, some educators, particularly those working in residential treatment centers or clinics, attended the annual meetings of the American Orthopsychiatric Association, although then as now, that organization was dominated professionally by psychiatrists, psychologists, and social workers. Smaller numbers participated in the meetings of the American Psychiatric Association or the American Psychological Association, generally as part of treatment team presentations. No national organization specifically for their professional speciality existed, although some teachers organized on a statewide basis, as in Michigan.

The first real effort to establish a teacher organization came in 1963 with a proposal to establish the Council for Children with Behavioral Disorders as a division of the Council for Exceptional Children. This group, which includes parents and representatives of related professions but is dominated by teachers, administrators, state consultants, and teacher trainers, held its first convention in 1964. Today, it is strong and growing with almost 5,000 members. CCBD publishes a quarterly journal, Behavior

Disorders, which is rapidly becoming a major source of information for the field, and related special monographs. In 1980, CCBD and CEC co-sponsored a topical conference on the emotionally disturbed that attracted more than 1,200 registrants, making it one of the most successful of such conferences held to date (Wood, 1981). At the same time, CCBD members have provided leadership in the organization of many new state teacher associations, some of which are formally affilitated with the national group. Teachers of BD/ED students no longer need to look far for fellow professionals with whom to share their triumphs and discouragements.

The Changing Role of Parents

Parents have had greater difficulty than teachers in developing a positive sense of participation in programming for their BD/ED children. One reason is a deep sense of shame fostered by a prevailing if unjustified community attitude holding them largely responsible for their child's disturbing actions. This inhibits the formation of strong parent organizations such as those developed by parents of students with other disabilities. Considerable numbers of parents of BD/ED students probably seek emotional support through participation in organizations founded under other labels. Others are reluctant to participate in any organized groups, perhaps being too exhausted by the demands of coping with their child's behavior to make the effort needed to obtain outside support. Many respond gratefully to teachers who approach them positively, seeking assistance in solving a shared problem rather than dumping the blame on the parents.

Teachers of the behaviorally disordered/emotionally disturbed need to be prepared to interact constructively with parents when making individualized education plans for their student. They will also be called on to talk with parents about various specific issues that arise during the

year, although responsibility for any major work with parents is usually assigned to personnel in other roles. The annotated resource list contains several references that will be helpful in developing the skills needed.

Summary

Schools and teachers continue to bear major responsibility for developing a constructive rather than exclusionary response to the disordered and disturbed behavior than occurs in the student population. However, there is increasing recognition that this responsibility is shared more widely within the community than was once recognized. At the same time, there is an increasing confidence that appropriate educational programming can assist behaviorally disordered/emotionally disturbed students to cope with their adjustment difficulties and to develop the skills needed to live happy, successful adult lives.

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HOW TO USE THIS CATALOGUE

Resources in this catalogue are indexed alphabetically by the following descriptors:

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5. General reference (psychoeducational)
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9. Intervention strategies (medical)
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12. Programs

Each resource description has been assigned a number and these are ordered consecutively in the Resource Description section. To find resources to a special topic, follow these steps:

1. Turn to the Subject Index section and look at subject descriptors.

2. Find the descriptor you are interested in and turn to this section in the catalogue (3a. through 3m.) that lists titles and resources description numbers for their particular descriptor.

3. After determining the titles you are interested in, turn to the Resource Descriptions section and locate the description by their number.

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Resource Description 4

R1

TITLE: Aggression: A social learning analysis.

AUTHOR: Bandura, A.

PUBLISHER/PRODUCER: Prentice-Hall
Englewood Cliffs, New Jersey

PUBLICATION DATE: 1973

ABSTRACT: The author takes a social learning approach to development of aggression. Through modeling other people's behavior, children develop similar such behaviors. Therefore, the more aggression viewed by a child, the more possibilities for aggressive behavior in children. This book has implications for parents and teachers of students labeled as being emotionally disturbed. If it is true that modeling has a profound impact on the behavior of students, then parents and teachers must be acutely aware of their behaviors while in the presence of students.

DESCRIPTORS: Characteristics and Etiology
Intervention Strategies (Behavioral)
Useful for Parents

TITLE: Principles of behavior modification.

AUTHOR: Bandura, A.

PUBLISHER/PRODUCER: Holt, Rinehart, & Winston
New York, New York

PUBLICATION DATE: 1969

ABSTRACT: Bandura's book provides a detailed, thorough description of the application of behavioral principles to changing human behavior. While written primarily for behavior therapists, the book should also be a basic reference for educators. Well grounded in both research and clinical experience.

DESCRIPTORS: Characteristics and Etiology
Intervention Strategies (Behavioral)

TITLE: Love is not enough.

AUTHOR: Bettelheim, B.

PUBLISHER/PRODUCER: Free Press
Glencoe, Illinois

PUBLICATION DATE: 1950

ABSTRACT: This book is a detailed description of a particular institutional approach to the treatment of emotionally disturbed children. It is the description of the children, daily activities, and programmatic efforts that took place at the author's school in Chicago, Illinois. The author is firmly entrenched in the psychodynamic orientation and, at times, has a tendency to be unnecessarily unfair to parents of those children who are considered emotionally disturbed. However, if one is interested in a psychodynamic view of the treatment of the emotionally disturbed children, this book would be an appropriate reference.

DESCRIPTORS: Programs
Intervention Strategies (Psychoeducational)

TITLE: Psychoeducational aspects of classroom management.

AUTHOR: Blom, Gaston E.

PUBLISHER/PRODUCER: Exceptional Children
Volume 32, 1966, pp. 377-383

PUBLICATION DATE: 1966

ABSTRACT: A classroom episode is used as an illustration of psychoeducational aspects of classroom management. According to the author a psychoeducational approach includes the integration of clinical and educational approaches. The educational aspects stress academic progress and achievement and also emphasize reality and moral demands. The clinical side includes empathetic and intellectual understanding with the objective of discovering patterns, sequences, relationships, and dynamics in a wide range of relevant classroom behaviors. The author goes on to discuss classroom structure, teaching and management styles, program planning in general and for specific children, and behavioral management.

DESCRIPTORS: Programs
Intervention Strategies (Psychoeducational)

TITLE: Educating adolescents with behavior disorders.

AUTHOR: Brown, G. B., McDowell, R. L., & Smith, J. (Eds.)

PUBLISHER/PRODUCER: Charles Merrill
Columbus, Ohio

PUBLICATION DATE: 1981

ABSTRACT: This text covers a wide range of topics including normal adolescents and the etiology of adolescent behavior disorders curriculum and methods of therapeutic management, the problem of adolescent drug and alcohol abuse and supportive therapy. There is variation in thoroughness of coverage from chapter to chapter, but this is made up for by the breadth of coverage.

DESCRIPTORS: General Reference

TITLE: Special education as developmental capital.

AUTHOR: Deno, E.

PUBLISHER/PRODUCER: Exceptional Children
Volume 37, 1970, pp. 229-237

PUBLICATION DATE: This article proposes that special education is primarily an instrument of educational change through the development of better means of meeting the learning needs of children who are different, and that it should be organized so that it provides appropriate curriculum and instructional resources for those who are different. In the article the author questions a categorical approach to special education segregating classes for the handicapped and methods for evaluating the effectiveness of education. The author also discusses a conceptual framework concerning a continuum of services for handicapped students.

DESCRIPTORS: Programs
Legal and Philosophical Issues

TITLE: Children: The challenge.

AUTHOR: Dreikurs, R., with Soltz, V.

PUBLISHER/PRODUCER: Hawthorne
New York, New York

PUBLICATION DATE: 1964

ABSTRACT: Dreikurs wrote a number of books presenting his positive philosophy of working with children in ways that win their cooperation and guide them toward the responsible behavior expected of adults in our society. This book presents a more thorough discussion of some of his basic ideas such as the importance of encouragement, the importance of power struggles, and the use of natural and logical consequences. Some of the methods suggested must be extended and adapted to be effective with seriously emotionally disturbed students, but the basic approach recommended is a sound one.

DESCRIPTORS: Intervention Strategies (Psychoeducational)

TITLE: Teaching children self-control.

AUTHOR: Fagen, S. A., Long, N. J., & Stevens, D. J.

PUBLISHER/PRODUCER: C. E. Merrill
Columbus, Ohio

PUBLICATION DATE: 1975

ABSTRACT: The authors realize the disruptive potential of problem behaviors in a classroom. Rather than relying on external controls, they propose a curriculum that involves the development of self-control within students. The emphasis is on building adaptive controls, interrupting self-defeating behavior cycles, and preventing serious behavior and moral problems. The purposes, according to the authors, of the self-control curriculum are to reduce disruptive behavior, improve school adjustment, strengthen emotional and cognitive capacities, and to build self-control skills which allow for socially acceptable choices of action. Most of the book deals with development of the self-control curriculum. The theoretical foundation for this curriculum is characterized by a psychoeducational orientation rather than a behavioral management approach.

DESCRIPTORS: Intervention Strategies (Psychoeducational)

R9

TITLE: Children on medication: A primer for school personnel.

AUTHOR: Gadow, K. D.

PUBLISHER/PRODUCER: Council for Exceptional Children
Reston, Virginia

PUBLICATION DATE: 1979

ABSTRACT: The author provides a complete description of drug treatments for the inhibition of learning behavior and convulsive disorders. It is designed for use by school and other nonmedical personnel. The first chapter deals with fundamental concepts and terms related to drug therapy. The following chapters deal with particular conditions and related drug tier treatments. These conditions include hyperactivity, convulsive disorders, mental retardation, and other less common conditions.

DESCRIPTORS: Intervention Strategies (Medical)
Characteristics and Etiology

TITLE: Children with learning and behavior problems: A behavior management approach. (Second edition)

AUTHOR: Gardner, W. I.

PUBLISHER/PRODUCER: Allyn and Bacon
Boston, Massachusetts

PUBLICATION DATE: 1978

ABSTRACT: This book begins with an introduction on basic concepts in behavior management. It then discusses principles and procedures in producing behavior change including generalization to new environments. The author then describes the development of behavior management programs and provides detailed examples of applications in regard to influencing deficits and excessive characteristics of student behaviors. Also included is a chapter on facilitating effective management by cooperating with parents. The last part of the book includes supplementary readings and audiovisual materials that might be useful when using a behavioral approach in the management of problem behavior.

DESCRIPTORS: Intervention Strategies (Behavioral)

TITLE: Legal and ethical considerations for the use of timeout in special education settings.

AUTHOR: Gast, D. L., & Nelson, C. M.

PUBLISHER/PRODUCER: Journal of Special Education
Volume 11, Number 4, 1977, pp. 457-467

PUBLICATION DATE: 1977

ABSTRACT: According to the authors, timeout has become a very popular and also effective method of behavioral control. It has recently come under ethical scrutiny. Included in this article are discussions relating to the parameters of timeout, such as verbal explanations, warning signals, the administration of timeout, the location, the duration, and how one can signal the beginning and end of timeout. The authors go on to discuss ethical and legal implications of time-out and recommendations for using timeout with positive reinforcement.

DESCRIPTORS: Intervention Strategies (Behavioral)
Legal and Philosophical Issues

TITLE: Behaviorally oriented resource rooms: A follow-up.

AUTHOR: Glavin, J. P.

PUBLISHER/PRODUCER: Journal of Special Education
Volume 8, 1974, pp. 337-347

PUBLICATION DATE: 1974

ABSTRACT: The intention of this research project was to look at the effects of part-time resource room placement on behavioral and academic characteristics of emotionally disturbed students, both in the resource room and in the regular classroom. The initial findings showed that when the students were in the resource room, both social behavior and academic gains in reading and arithmetic were significantly improved. However, social behavior in the regular classroom was not different from that of the controls. Following a two and three year interval of full-time placement in the regular classroom, no generalization was apparent in either academic or behavioral characteristics. The author took this data as an indicator for the need for program generalization. That is, conditions in the regular classroom must be changed to support behavior learned in the resource room. They conclude that if effective generalization and maintenance of behavior is to take place, certain strategies must be used to ensure consistent behavior.

DESCRIPTORS: Programs
Intervention Strategies (Behavioral)

R13

TITLE: P.E.T.: Parent effectiveness training.

AUTHOR: Gordon, T.

PUBLISHER/PRODUCER: Wyden
New York, New York

PUBLICATION DATE: 1970

ABSTRACT: Gordon takes the basic position that parents are blamed for the behavior problems of their children. But yet, they are not trained to cope with the every day problems encountered in parenting. Parent effectiveness training, according to the author plays a preventative function. That is, training before trouble. This book attempts to teach parents a rather easy to learn method of encouraging kids to accept responsibility for finding their own solutions to their own problems. Gordon discusses listening skills, both verbal and nonverbal. He also discusses talking to your children with the use of "I" messages. With the concept of behavior, parent/child conflicts can be resolved without anybody "losing" or "winning." This book has as a premise the idea that parents are people and they are bound to make mistakes or get involved in conflicts that are difficult to solve. Gordon takes a very realistic and humanistic approach to conflict resolution with children.

DESCRIPTORS: Useful for Parents
Intervention Strategies (Behavioral)

TITLE: Utilizing the group in teaching disturbed delinquents to learn.

AUTHOR: Graubard, Paul S.

PUBLISHER/PRODUCER: Exceptional Children
Volume 36, December 1969, pp. 267-272

PUBLICATION DATE: 1969

ABSTRACT: A class of disturbed delinquent children was taught under three different conditions. The first condition included group consensus determined reinforcers. The group consensus period was followed by a noncontingent reward condition. The third and final condition, group and individual rewards were combined, contingent upon appropriate behaviors. The behaviors in question were reading achievement and disruptive behaviors in the classroom. The results demonstrate that group consensus and contingent rewards had a noticeable impact on the percentages of inappropriate behavior in the classroom. After individual rewards were introduced, a dramatic increase in learning was noted with simultaneous decrease in disruptive behavior.

DESCRIPTORS: Programs
Intervention Strategies (Behavioral)

TITLE: Changing attitudes toward school, classroom behavior, and reaction to frustration of emotionally disturbed children through role playing.

AUTHOR: Harth, Robert

PUBLISHER/PRODUCER: Exceptional Children
Volume 33, 1966, pp. 119-120

PUBLICATION DATE: 1966

ABSTRACT: This study examined the effects of role playing on ten students with behavior problems. The students role played certain school personnel with hopes that role playing these school personnel in key problem solving situations would change their attitude toward school and reduce behavior problems. After five weeks it was found that no significant change in attitude toward school had been demonstrated. However, there was a significant decrease in behavior problems within the classroom. Implications for use are discussed.

DESCRIPTORS: Programs
Intervention Strategies (Psychoeducational)

TITLE: The emotionally disturbed child in the classroom. (Second edition)

AUTHOR: Hewett, F. M., & Taylor, F.D.

PUBLISHER/PRODUCER: Allyn & Bacon
Boston, Massachusetts

PUBLICATION DATE: 1980

ABSTRACT: This text, dealing with emotionally disturbed students, begins with a differentiation between behavior disorders and emotional disturbances. The authors then talk about the development of emotional disturbances according to different theoretical orientations (i.e., psychodynamic, behavioral, psychological). The book has a chapter on the roles people play. That is, depending on the theoretical orientation, how the emotionally disturbed student is viewed and what kind of role the teacher or diagnostician has in the remediation of emotional problems. The authors then go on to describe a functional approach to the definition of emotional disturbance, and finally discuss in great detail different programmatic arrangements that are possible in servicing emotionally disturbed students. The authors emphasize an ecological orientation to emotional disturbances. The child may be seen in the center of a triangle, and there are reciprocol interactions between that child and the curriculum, the environmental conditions, and the consequences for certain kinds of behaviors. There is a good chapter on working with an IEP format, and at the end a chapter concerning how to work with the parents of emotionally disturbed students.

DESCRIPTORS: General Reference

TITLE: Helping disturbed children: Psychological and ecological strategies.

AUTHOR: Hobbs, N.

PUBLISHER/PRODUCER: American Psychologist
Volume 21, 1966, pp. 1105-1115

PUBLICATION DATE: 1966

ABSTRACT: This article includes a case study of a program (Project RE-ED) designed to serve emotionally disturbed students. It uses an ecological approach to the remediation of behavioral problems. An ecological approach assumes reciprocol interactions with the environment and that behavior problems are not to be viewed as isolated instances but rather are part of a social network that can be remedied by looking at the environment and its effects on the student. According to the author, the process of reeducation involves certain assumptions. Those assumptions include: Life is to be lived now; Time is an ally; Trust is essential; Confidence makes a difference; Behavioral symptoms can and should be controlled; Cognitive control can be taught; Feelings should be nutured; The group is important to students; Ceremony and ritual give order, stability, and confidence; The body is the armature of the self; Communities are important, and; A student should know joy. The author discusses further the costs and benefits of designing a program that is consistent with the RE-ED principles.

DESCRIPTORS: Programs
Intervention Strategies (Psychoeducational)

TITLE: How to use contingency contracting in the classroom.

AUTHOR: Homme, L. E., Csanyi, A. P., Gonzales, M. R., & Rechs, J. R.

PUBLISHER/PRODUCER: Research Press
Champaign, Illinois

PUBLICATION DATE: 1969

ABSTRACT: This book is a fairly simple book that would work well for teachers who are interested in using a contingency management program in their classroom. First, there is a discussion about reinforcement, how it works, other kinds of behavior management principles, and the whole notion of contracting in curriculum. The author then moves to the actual preparation of classroom materials and how to organize a classroom so that contingency management cannot rate effectively. There is also a chapter at the end related to correcting contract malfunctions. That is, what happens when something goes wrong. This book is worthwhile and has a lot of examples that can be used by classroom teachers.

DESCRIPTORS: Intervention Strategies (Behavioral)

TITLE: The school psychologist as a behavior management consultant in a special class setting.

AUTHOR: Hops, H.

PUBLISHER/PRODUCER: Journal of School Psychology
Volume 9, 1971, pp. 472-483

PUBLICATION DATE: 1971

ABSTRACT: The author describes a study that involved twenty-two boys in a special class for emotionally disturbed children. The boys were successfully brought under the control through the use of token reinforcement systems and there was a resultant increase in task oriented behavior and academic productivity. This article also discusses a redefinition of the role of the school psychologist. The school psychologist can act as a consultant to the special or regular classroom teacher and minimize the amount of one-to-one relationships between the school psychologist and the students. A more economical approach is for the school psychologist to work with the teachers to manage behavior and increase academic productivity.

DESCRIPTORS: Programs
Intervention Strategies (Behavioral)

TITLE: Identification of emotionally disabled pupils: Data and decision making.

AUTHOR: Iowa State Division of Special Education

PUBLISHER/PRODUCER: Iowa Department of Public Instruction
Des Moines, Iowa

PUBLICATION DATE: 1979

ABSTRACT: This document is intended to provide source material for professionals involved in the identification of students who have emotional disabilities. The text is divided into three sections concerning various types of data considered in formulating a diagnostic decision. The first section is an overview of issues related to the identification of emotionally disturbed students. The second section looks at specific sources of data used in making decisions about the identification of emotionally disturbed students. The final section includes how to translate data into decision making. The volume is heavy on analysis of different forms of assessment including behavior rating skills, objective observational data, clinical interviews, academic assessments, home and family data, and social functioning.

DESCRIPTORS: Assessment
Programs

R21

TITLE: Life in classrooms.

AUTHOR: Jackson, P.

PUBLISHER/PRODUCER: Holt, Rinehard, & Winston
New York, New York

PUBLICATION DATE: 1968

ABSTRACT: This book is a detailed collection of observations and inferences concerning the education of students within the regular classroom. It is an anthropological and sociological view of students, teachers, and learning. The author concerns himself with issues such as teacher attitudes, student attitudes, learning characteristics, student/teacher relationships and other relevant educational variables. It is rich in observational data and, therefore, provides a fairly accurate and refreshing view of the processes involved in educating the students.

DESCRIPTORS: Characteristics and Etiology
Legal and Philosophical Issues
Assessment

TITLE: Responsible classroom discipline: Creating positive learning environments and solving problems.

AUTHOR: Jones, V. F., & Jones, L. S.

PUBLISHER/PRODUCER: Allyn and Bacon
Boston, Massachusetts

PUBLICATION DATE: 1981

ABSTRACT: This book is designed for teachers, pre-service teachers, administrators, and counselors who are involved in the education of acting out students. The authors present management ideas that can be readily applied to wide range classroom situations and teaching styles. There is a heavy emphasis on teacher behavior and instructional approaches that apply across a wide variety of settings. There are three parts. Part One provides theoretical foundations for understanding why students act out. Part Two looks at key factors needed to prevent classroom misbehavior. Part Three provides teachers with a wide range of specific methods for effectively dealing with discipline problems that do occur. There are also chapters on working with parents and how to utilize resource personnel. This book will be very useful, given the trend toward mainstreaming students with mild to moderate behavior disorders.

DESCRIPTORS: Programs
Curriculum
Intervention Strategies (Psychoeducational)

TITLE: A manual on nonviolence and children.

AUTHOR: Judson, Stephanie (Ed.)

PUBLISHER/PRODUCER: Friends Peace Committee
1515 Cherry Street
Philadelphia, Pennsylvania

PUBLICATION DATE: 1977

ABSTRACT: Developed as a book for use with parents and teachers, this manual builds on and expands the ideas of writers such as Dreikurs and Gordon. There are a variety of suggestions about how adults and children can share experiences and learn to get along with one another. The book would be particularly useful to teachers working with parents to develop a positive discussion of the relationship between child behavior management and child growth in the preschool and early elementary school years.

DESCRIPTORS: Intervention Strategies (Psychoeducational)
Useful for Parents

TITLE: Characteristics of children's behavior disorders. (Second edition)

AUTHOR: Kauffman, J. M.

PUBLISHER/PRODUCER: Charles E. Merrill
Columbus, Ohio

PUBLICATION DATE: 1981

ABSTRACT: This book is intended to be primarily a text for an introductory course in the education of emotionally disturbed children. The book emphasizes an empirical research basis perspective on a variety of issues that relate to the education of emotionally disturbed students. The first part deals with definition, conceptual models, historical aspects, and finally screening implications and assessment. The second section concerns the cause of behavior disorders. Issues included are family factors, biological factors, and factors within the schools. The third section is very well laid out. Each chapter is concerned with a different facet of disordered behavior. The chapters include hyperactivity, distractibility and impulsivity, aggression, withdrawal, immaturity and inadequacy, and finally problems in moral development of delinquency. For each type of behavior there is a discussion of definition, measurement, cause, and intervention techniques. The author finishes with a personal statement concerning sociological factors.

DESCRIPTORS: General Reference

TITLE: Parental roles in special educational programming: Brief for involvement.

AUTHOR: Kelly, E. J.

PUBLISHER/PRODUCER: Journal of Special Education
Volume 7, 1973, pp. 357-364

PUBLICATION DATE: 1973

ABSTRACT: The author traces the arguments for and against parent involvement in the teaching of the retarded and emotionally disturbed. Most writers in the past who have not favored parental involvement, he reports, have done so to their belief that educational processes are too difficult for laymen to understand or because these authors believe parents are largely indifferent or harmful to their children. Those in favor of parental involvement say that mothers and fathers are responsible for their children's education and should become involved in the learning process. Recent research indicates that further parental involvement improves children's scholastic performance. A large bibliography of the literature is included.

DESCRIPTORS: Programs
Useful for Parents

TITLE: Open education for emotionally disturbed children.

AUTHOR: Knoblock, P.

PUBLISHER/PRODUCER: Exceptional Children
Volume 39, 1973, pp. 358-365

PUBLICATION DATE: 1973

ABSTRACT: This article presents an alternative to traditional approaches in the education of emotionally disturbed students. The author proposes an open education approach. Open education, according to the author, includes democratic practices along with programming designed to meet the needs of each student. Students are encouraged to explore and learn according to their own learning styles. The teachers function as facilitators of learning, and if possible, avoid an overdependence by the students in their classroom.

DESCRIPTORS: Programs
Intervention Strategies (Psychoeducational)
Legal and Philosophical Issues

TITLE: Discipline and group management in classrooms.

AUTHOR: Kounin, Jacob S.

PUBLISHER/PRODUCER: Holt, Rinehart, & Winston
New York, New York

PUBLICATION DATE: 1970

ABSTRACT: The author takes a naturalistic approach to the study of behavior problems in the classroom by the use of videotapes and extensive and detailed analysis of those tapes. The author draws some very interesting conclusions related to classroom management. Teacher behavior was also studied in terms of how well they managed their groups. Variables such as withitness or how aware they are of what is going on, smoothness and momentum, group alerting, and accountability, were all determined to be important behaviors a teacher should incorporate into their classrooms.

DESCRIPTORS: Intervention Strategies (Psychoeducational)

TITLE: Making it till Friday: A guide to successful classroom management.

AUTHOR: Long, J. D., & Frye, V. H.

PUBLISHER/PRODUCER: Princeton Book
Princeton, New Jersey

PUBLICATION DATE: 1977

ABSTRACT: This book is designed for teachers as an attempt to help them manage their classrooms in an effective and efficient way. It includes definitions of classroom management, teacher's attitudes toward problem behavior, prevention methods and techniques designed to help teachers work with other educational personnel. There are also chapters concerning developing self-management skills within students and ethical and legal considerations regarding classroom management approaches.

DESCRIPTORS: Intervention Strategies (Behavioral)

TITLE: Conflict in the classroom. (Fourth edition)

AUTHOR: Long, N., Morse, W. C., & Newman, R. G. (Eds.)

PUBLISHER/PRODUCER: Wadsworth
Belmont, California

PUBLICATION DATE: 1980

ABSTRACT: This book is a fourth in a series of books that is rich in attitudinal, identification, and treatment concerns relating to the education of emotionally disturbed students. It is a collection of short essays involving a variety of theoretical orientations and related practices. Included are ecological approaches, psychodynamic and psychoeducational approaches, and behavioral considerations. Also included are curricular and extra-curricular approaches that may be used to support educators and other therapeutic personnel in their efforts to program emotionally disturbed students.

DESCRIPTORS: General Reference

TITLE: Teaching emotionally disturbed children.

AUTHOR: McDowell, R. L., Adamson, G. W., & Wood, F. H. (Eds.)

PUBLISHER/PRODUCER: Little, Brown and Company
Boston, Massachusetts

PUBLICATION DATE: 1982

ABSTRACT: This book provides a clear and up-to-date analysis of the theories, issues, and practices related to the education of emotionally disturbed students. Each chapter in the book is written by different authors. The first section revolves around theoretical foundations for treatment of emotional disturbances. It includes a chapter on behavioral models, psychoeducational models, and ecological perspectives. The next section describes behavior management procedures. This is followed by curriculum considerations, and three chapters related to applied strategies for programming educational practices. For anyone interested in current practices regarding the education of emotionally disturbed students, this book provides an excellent overview.

DESCRIPTORS: General Reference

R31

TITLE: A developmental study of the behavior problems of normal children.

AUTHOR: MacFarlane, J. W., Allen, L., & Honzik, M. P.

PUBLISHER/PRODUCER: University of California Press
Berkeley, California

PUBLICATION DATE: 1954

ABSTRACT: This was the first longitudinal study studying behavior problems of children who are considered normal. The implications for servicing emotionally disturbed and behavior disordered students include the idea that even so-called normal children frequently exhibit what is considered to be abnormal behavior.

DESCRIPTORS: Characteristics and Etiology
Incidence

TITLE: Pilot handbook: Terminology, definition and criteria for emotional/behavioral disorders.

AUTHOR: Minnesota State Department of Education, Division of Special and Compensatory Education

PUBLISHER/PRODUCER: Special Education Section
Minnesota State Department of Education
St. Paul, Minnesota

PUBLICATION DATE: 1981

ABSTRACT: Due to the wide variety of definitions and eligibility criteria regarding emotionally disturbed-behavioral disordered students, the Minnesota State Department of Education held a conference to establish guidelines regarding terminology, definition, and eligibility criteria. The resulting handbook was developed to serve as a means for sharing and encouraging reaction to the proposed terminology definitions. Included in this handbook is a discussion on field testing terminology, the rationale for pilot definitions and criteria, using the terminology planning and periodic review issues for educational programs, program development and organizational considerations, and parent involvement.

DESCRIPTORS: Characteristics and Etiology
Assessment

TITLE: The helping teacher/crisis teacher.

AUTHOR: Morse, W. C.

PUBLISHER/PRODUCER: Focus on Exceptional Children
Volume 8, 1976, pp. 1-11

PUBLICATION DATE: 1976

ABSTRACT: The author proposes an administrative arrangement that allows certain problem behaviors in the classroom to be dealt with by the use of a helping teacher/crisis teacher. The typical discipline route that is administered by either a teacher or administrator does not have the corrective influence that is necessary to maintain a problem student in the regular classroom and at the same time promote a quality learning environment. The helping teacher/crisis teacher in the early phases deals with behavioral crises by working individually with each student who is having particularly difficult problems. After crisis intervention is no longer needed, the crisis teacher takes the role of the helping teacher to not only deal with intermittent behavior problems but also with academic problems as well. This concept does not depend on categories or labels. It is functional and generic and deals with all children in the mainstream setting, not just those labeled "emotionally disturbed." The concept also requires a full-time staff member within the school building.

DESCRIPTORS: Intervention Strategies (Psychoeducational)

TITLE: Exclusion of the socially maladjusted from services under P.L. 94-142. In F. H. Wood (Ed.), Perspectives for a new decade: Education's responsibility for emotionally disturbed and behaviorally disordered children and youth.

AUTHOR: Neel, R. S., & Rutherford, R. B.

PUBLISHER/PRODUCER: Council for Exceptional Children
pp. 79-84
Reston, Virginia

PUBLICATION DATE: 1981

ABSTRACT: One of the most perplexing problems facing schools is that of the appropriate education for aggressive, acting out students who express their anger toward each other, teachers, and the society with little evidence of the inner conflict associated with "emotional disturbance." Called the "socially maladjusted" in the definitions implementing Public Law 94-142 which excludes them from coverage as a group eligible for special education, the responsibility for their appropriate education sometimes seems to be rejected by all parties. Neel and Rutherford make a strong case for including the socially maladjusted when planning for special education programming.

DESCRIPTORS: Characteristics and Etiology
Legal and Philosophical Issues

TITLE: An accountable consultation model for mainstreaming behaviorally disordered children.

AUTHOR: Nelson, C. M., & Stevens, K. B.

PUBLISHER/PRODUCER: Behavioral Disorders
Volume 6, Number 2, 1981, pp. 82-91

PUBLICATION DATE: 1981

ABSTRACT: This journal article describes a consultation model that was implemented over a two year period in a regular elementary school. The consultation model was designed to provide service to emotionally disturbed students within a regular classroom. The article describes the amount of time consultants spent on what tasks, along with follow-ups on individual students that received consultation services. The authors then discuss problems and limitations relating to the servicing of emotionally disturbed students within a regular school setting and how a consultation model might circumvent those particular problems.

DESCRIPTORS: Programs
Intervention Strategies (Behavioral)

TITLE: Classroom management: The successful use of behavior modification. (Second edition)

AUTHOR: O'Leary, K. D., & O'Leary, S. G.

PUBLISHER/PRODUCER: Pergamon Press
New York, New York

PUBLICATION DATE: 1977

ABSTRACT: The authors take a behavioral approach to the modification of problem behavior within the classroom. They have put together a series of written articles by a variety of authors that deal with many facets of the behavior modification approach. Such topics as teacher attention, punishment, modeling, using peers as change agents, token reinforcement, self-management, and assessment and change are discussed in great detail.

DESCRIPTORS: Characteristics and Etiology
Assessment
Intervention Strategies (Behavioral)

TITLE: Mainstreaming emotionally disturbed children.

AUTHOR: Pappanikou, A. J., & Paul, J. L.

PUBLISHER/PRODUCER: Syracuse University Press
Syracuse, New York

PUBLICATION DATE: 1977

ABSTRACT: This book has as its primary concern those students who have in the past been excluded from the regular classroom because of disturbed or disturbing behavior. The volume consists of a series of papers written by different authors on a variety of facets of mainstreaming emotionally disturbed students. Topics that are covered include: general overviews of mainstreaming, considerations for regular classroom teachers, sociological and philosophical issues, legal implications, leadership training issues, programmatic considerations, and teacher preparation factors. The authors included in this volume are very well known and have a great deal of experience in the education of emotionally disturbed students.

DESCRIPTORS: Programs
Legal and Philosophical Issues

TITLE: Living with children: New methods for parents and teachers.

AUTHOR: Patterson, G. R., & Gullion, M. S.

PUBLISHER/PRODUCER: Research Press
Champaign, Illinois

PUBLICATION DATE: 1968

ABSTRACT: This book provides a clear, direct discussion of the application of behavioral procedures to the management of children's behavior. The straightforward style will appeal to parents and teachers who want a solid statement of methods without unnecessary frills.

DESCRIPTORS: Intervention Strategies (Behavioral)
Useful for Parents

R39

TITLE: Emotional disturbance in children.

AUTHOR: Paul, J. L., & Epanchin, B. C.

PUBLISHER/PRODUCER: Charles Merrill
Columbus, Ohio

PUBLICATION DATE: 1982

ABSTRACT: The authors have developed an introductory text to the education of emotionally disturbed students. The layout is fairly traditional in that it first deals with definitions according to a variety of orientations. It talks about service delivery and screening identification and diagnosis. The next section deals with different theoretical orientations and the implications for educational programming. Such orientations as psychodynamic approach, organic factors, behavioral theory, ecological theory, sociological theory, and cultural theory. Each are contained within a chapter of their own. The third section includes teaching approaches. There are chapters on curriculum design, behavior management, educational methods, in language arts listening, speaking and reading, writing, handwriting, spelling, arithmetic, and a chapter on affective education. A variety of authors have contributed to this textbook. One real strength in this textbook is that it puts theory into practice and may be more useful than some other textbooks for classroom teachers.

DESCRIPTORS: General Reference (Touches on all descriptors)

TITLE: Handbook for developing schools with good discipline.

AUTHOR: Phi Delta Kappa Commission on Discipline

PUBLISHER/PRODUCER: Phi Delta Kappa
Bloomington, Indiana

PUBLICATION DATE: 1982

ABSTRACT: The basic premise for this book is that discipline is learned and can be taught. In fact, it must be taught. The authors believe that one principle goal of education is to teach discipline, which is one of the basics. The Phi Delta Kappa Commission on discipline undertook a study over a twelve month period that identified schools that had good discipline, to survey those schools to determine what characteristics they exhibited to describe the activities in which those schools engaged to get good discipline and to report those characteristics and activities. This handbook is a culmination of these efforts.

DESCRIPTORS: Programs
Curriculum

TITLE: Cottage six: The social system of delinquent boys in residential treatment.

AUTHOR: Polsky, H. W.

PUBLISHER/PRODUCER: Russell Sage Foundation
New York, New York

PUBLICATION DATE: 1962

ABSTRACT: This book consists of a detailed look at the social system of delinquent boys in a residential setting to find an approach called Milieu therapy. Milieu therapy is concerned with treating disturbed behavior through the management of the structure and processes of the situation in which the students live. When the book was written, Milieu therapy was a fairly new concept in the treatment of emotionally disturbed persons. It provides a very good example of how an approach might be orchestrated within a residential treatment center.

DESCRIPTORS: Characteristics and Etiology

TITLE: The life space interview--Strategy and techniques. In F. Redl, When we deal with children.

AUTHOR: Redl, F.

PUBLISHER/PRODUCER: Free Press
New York, New York, pp. 35-67

PUBLICATION DATE: 1966

ABSTRACT: This section of Redl's book describes what is meant by a life space interview. It is a therapy-like interview that is held right around the event (the crisis event) itself by a group worker or teacher that is responsible for the workings of a particular activity. Life space interview is closely built around a child's direct life experience in connection with particular issues that become a focus for conflict. The goals of life space interview are to exploit life events for their clinical value and to provide emotional first aid on the spot. The author elaborates on these two goals by providing many examples of how life space interview may be used in a clinical sense and as emotional first aid. Since the theoretical framework for a life space interview involves a psychodynamic orientation, many teachers may not be familiar with the underlying theoretical implications. However, a life space interview format may provide the student a chance to deal with day to day events that would otherwise be left unresolved.

DESCRIPTORS: Intervention Strategies (Psychoeducational)

TITLE: Social environment of the schools.

AUTHOR: Reynolds, M. C. (Ed.)

PUBLISHER/PRODUCER: Council for Exceptional Children
Reston, Virginia

PUBLICATION DATE: 1980

ABSTRACT: This booklet contains five articles related to the social integration of handicapped students within the regular classroom. The articles include an introduction, social integration via cooperative programming, peer and cross-age teaching in order to promote social and psychological development, creating positive classroom environments, and observation skills designed to facilitate the monitoring of classroom behavior.

DESCRIPTORS: General Reference

TITLE: The disturbing child: A problem of ecological management.

AUTHOR: Rhodes, William C.

PUBLISHER/PRODUCER: Exceptional Children
Volume 33, Number 7, March 1967, pp. 449-455

PUBLICATION DATE: 1967

ABSTRACT: The author suggests an alternative way of looking at emotional disturbances in children. He proposes the ecological view of emotional disturbances. An ecological viewpoint emphasizes the reciprocal interactions between the student and the environment. Any problems can be understood not as a manifestation of the student in isolation, but rather as a system that manifests certain characteristics which facilitate problem behavior. The author goes on to discuss ecological diagnosis, cultural considerations and behavior management. He provides concrete examples that exemplify behavioral management from an ecological perspective.

DESCRIPTORS: Characteristics and Etiology
Programs
Legal and Philosophical Issues

TITLE: Disturbed students: Characteristics and educational strategies.

AUTHOR: Rich, H. L.

PUBLISHER/PRODUCER: University Park Press
Baltimore, Maryland

PUBLICATION DATE: 1982

ABSTRACT: This book is an introductory text to the characteristics and the education of emotionally disturbed students. There is a heavy emphasis on the mild to moderately emotionally disturbed student and very little attention is paid to the severely disturbed. This book, for the most part, takes a traditional approach to the delaying issue of the field of emotional disturbance. There are chapters on history, theories of cause, problems with definitions, characteristics according to different theoretical orientations, the different methods of assessing emotional disturbance, and teaching strategies and programmatic arrangements that relate to various theoretical orientations. The author ends the book with a chapter discussing a matching model. This matching model seems to be a reworking of the old aptitude by treatment interaction. It is not very well explained, but there are student characteristics, teacher characteristics, and curricular characteristics, and those all should be matched so that the most benefit can be derived from any given learning experience.

DESCRIPTORS: General Reference (Psychoeducational)

R46

TITLE: Prevalence of teacher identified behavior problems. A longitudinal study.

AUTHOR: Rubin, R. A., & Balow, B.

PUBLISHER/PRODUCER: Exceptional Children
Volume 45, Number 2, October 1978, pp. 102-111

PUBLICATION DATE: 1978

ABSTRACT: The authors describe a longitudinal study regarding teachers' ratings of a group of students that were followed from kindergarten through sixth grade. It was found that in any single year 23 to 31 percent of the subjects were judged as manifesting behavior problems. Among the subjects receiving three or more annual ratings, 59 percent were considered as having a behavior problem by at least one teacher, and 7.4 percent were judged to be behavior problems by every teacher who rated them. The authors raise questions concerning teachers' expectencies regarding behavior of their students.

DESCRIPTORS: Incidence

TITLE: You and your child: A common sense approach to successful parenting.

AUTHOR: Wagonseller, B. R., & McDowell, R. L.

PUBLISHER/PRODUCER: Research Press
Champaign, Illinois

PUBLICATION DATE: 1979

ABSTRACT: Written to be used as a text for parent groups, this book draws broadly from the ideas of writers on methods for managing children's behavior with an emphasis on behavioral approaches. Review questions with suggested answers are provided at the end of each capter. Thorough coverage of basic principles.

DESCRIPTORS: Intervention Strategies (Behavioral)
Useful for Parents

TITLE: The acting-out child: Coping with classroom disruption.

AUTHOR: Walker, H. M.

PUBLISHER/PRODUCER: Allyn & Bacon
Boston, Massachusetts

PUBLICATION DATE: 1979

ABSTRACT: The author takes a behavioral approach to the management of behavior problems in the classroom. The purpose of the book is to provide procedures for effectively managing the behavior of students. It is designed for regular, special, and resource classroom teachers who are confronted with everyday behavior problems. The author believes that behaviors are learned over time through interactions with the environment and, therefore, can be unlearned, and new more positive behaviors can take their place. Chapters include observing and recording child behavior, behavior management techniques, case studies involving parents and techniques for facilitating the maintenance and generalization of behavior change.

DESCRIPTORS: General Reference (Behavioral)

TITLE: Observation of pupils and teachers in mainstream and special educational settings: Alternative strategies.

AUTHOR: Weinberg, R. A., & Wood, F. H.

PUBLISHER/PRODUCER: Leadership Training Institute in Special Education
Department of Special Education
University of Minnesota
Minneapolis, Minnesota

Available from:

Council for Exceptional Children
Reston, Virginia

PUBLICATION DATE: 1975

ABSTRACT: This volume is comprised of the group of papers that were presented at a two day conference sponsored by the Leadership Training Institute-Special Education at the University of Minnesota. The volume contains four clusters of papers. Each cluster focuses on certain methods of observation. The first cluster deals with the observation of interactions within the classroom. The second cluster deals with ecological approaches to observational methodology. The third cluster relates to ecological perspectives on education. And the fourth and final cluster is concerned with behaviorist approaches to observation. This volume has the potential to be extremely worthwhile for those educators who are interested in and concerned about systematic according of classroom behaviors.

DESCRIPTORS: Assessment

TITLE: Solving discipline problems: Strategies for classroom teachers.

AUTHOR: Wolfgang, C. H., & Glickman, C. D.

PUBLISHER/PRODUCER: Allyn and Bacon
Boston, Massachusetts

PUBLICATION DATE: 1980

ABSTRACT: This book provides descriptions of a variety of behavior management approaches so that the teacher can choose a strategy that is more appropriate and consistent with their own values and beliefs. The chapters include Gordon's Teacher Effectiveness Training, transactional analysis approaches, values clarification, social discipline models, reality therapy, and behavior modification. There are also chapters concerning developmental theory and how it relates to teacher behavior, mainstreaming problem behavior students, and a discussion concerning the strengths and limitations of teacher-student interactions.

DESCRIPTORS: General Reference (Touches on all Descriptors)

TITLE: Influence of personal, social and political factors on the labeling of students. In F. H. Wood (Ed.), Perspectives for a new decade: Education's responsibility for seriously disturbed and behaviorally disordered children and youth.

AUTHOR: Wood, F. H.

PUBLISHER/PRODUCER: Council for Exceptional Children
Reston, Virginia, pp. 45-62

PUBLICATION DATE: 1981

ABSTRACT: This paper looks at social, ethical and programmatic issues related to labeling students as emotionally disturbed. The negative aspects of labeling are discussed along with appropriate uses of negative labels. That is, labels that define students as being ill or disturbed should only be used as a springboard for therapeutic or academic intervention. According to the author there is a social ambivalence about labeling. Approaches to the issue range all the way from a nuturing point of view which includes social critics, reformers, and reconcilers all the way to precious for aggression on the other hand which include those who are defenders of the status quo and punishers. We must be more aware of what affects labels do have, how they are used, and what exactly the steps are in labeling behavior as being disordered or disturbed. Other issues such as emotional disturbance versus social maladjustment and labeling and assessment are discussed. The author concludes with a section relating assessment to an action planned designed for intervention and treatment of students with emotional disturbances.

DESCRIPTORS: Characteristics and Etiology
Legal and Philosophical Issues

TITLE: Perspectives for a new decade: Education's responsibility for seriously disturbed and behaviorally disordered children and youth.

AUTHOR: Wood, F. H. (Ed.)

PUBLISHER/PRODUCER: Council for Exceptional Children
Reston, Virginia

PUBLICATION DATE: 1981

ABSTRACT: This booklet is focused on ways for better meeting the educational needs of seriously behaviorally disordered and emotionally disturbed students. The first two papers in this volume offer a broad perspective on the present state of affairs regarding the education of emotionally disturbed students. Also included are papers concerning eligibility and service issues. Such topics as labeling, social validation, placement and reintegration information, exclusion of the socially maladjusted, teacher preparation for the education of autistic children, and policy issues for providing psychotherapy and canceling as related services. Papers related to programming include teacher consultation models, alternative schools, music therapy, consultation with parents, and the effectiveness of developmental therapy.

DESCRIPTORS: Characteristics and Etiology
Incidence
Programs
Curriculum
Intervention Strategies (Behavioral)
Intervention Strategies (Psychoeducational)
Legal and Philosophical Issues

TITLE: Public secondary school programs for seriously emotionally disturbed youth.

AUTHOR: Wood, F. H. (Ed.)

PUBLISHER/PRODUCER: Behavioral Disorders
Volume 4 (Whole No. 3), 1979, special issue.

PUBLICATION DATE: 1979

ABSTRACT: This issue of Behavioral Disorders is exclusively concerned with programming for students with behavior disorders and emotional disturbances at the secondary level. At the present time a few good secondary programs exist for educating emotionally disturbed youth. Therefore, this issue of behavior disorders provides worthwhile information on specific programs already in existence and theoretical and practical ideas that relate to the issue of programming for secondary students. Articles include topics such as resource rooms and their place in a secondary program, the needs of teachers and their attempts to service secondary students, programming for emotionally disturbed students within institutions, and joint efforts between professionals to provide career education within a special education setting.

DESCRIPTORS: Programs
Curriculum

TITLE: Public secondary school programs for seriously emotionally disturbed youth.

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DESCRIPTORS: Programs
Curriculum

TITLE: Disturbing, disordered or disturbed: Perspectives on the definition of problem behavior in educational settings.

AUTHOR: Wood, F. H., & Lakin, K. C. (Eds.)

PUBLISHER/PRODUCER: Department of Psychoeducational Studies
University of Minnesota
Minneapolis, Minnesota

Available from:

Council for Exceptional Children
Reston, Virginia

PUBLICATION DATE: 1982

ABSTRACT: This set of papers came out of a conference of the Advanced Institute for Trainers of Teachers for Seriously Emotionally Disturbed Children and Youth. The focus for the papers is one of the most important issues in the education of emotionally disturbed students. That focus deals with attempts at defining exactly and, therefore, who is eligible for special education services. Within the collection of papers the subjects include defining, disturbing, disordered, and disturbed behavior, administrative definitions of behavior disorders, defining the emotionally disturbed populations for research purposes, historical perspectives on disordered behavior, and finally a look at autism in terms of defining the syndrome. This collection of papers provides a comprehensive analysis of the problems encountered in trying to define emotional disturbances and potential solutions to that problem.

DESCRIPTORS: Characteristics and Etiology
Assessment
Legal and Philosophical Issues

TITLE: Punishment and aversive stimulation in special education: Legal, theoretical and practical issues in their use with emotionally disturbed children and youth.

AUTHOR: Wood, F. H., & Lakin, K. C. (Eds.)

PUBLISHER/PRODUCER: Department of Psychoeducational Studies
University of Minnestoa
Minneapolis, Minnesota

Available from:

Council for Exceptional Children
Reston, Virginia

PUBLICATION DATE: 1982

ABSTRACT: This collection of papers came out of a conference of the Advanced Institute for Trainers of Teachers for Seriously and Emotionally Disturbed Children and Youth. The collection of papers deals with legal, empirical, and ethical considerations regarding the use of punishment and other aversive stimulation in controlling behavior of emotionally disturbed children and youth. Papers from this conference include the legal status of corporal punishment and aversive procedures, the influence of public opinion and social custom relating to corporal punishment, two papers on theoretical and research related issues, and two papers related to programmatic issues in the use of aversive procedures. This thoughtful collection of papers provides the reader with a very thorough discussion of many facets relating to the use of aversive procedures when dealing with behavior problem children and youth.

DESCRIPTORS: Intervention Strategies (Behavioral)
Legal and Philosophical Issues

TITLE: Making sense of reports on the incidence of behavior disorders/ emotional disturbance in school aged populations.

AUTHOR: Wood, F. H., Zabel, R. H.

PUBLISHER/PRODUCER: Psychology in the Schools
Volume 15, Number 1, January 1978, pp. 45-51

PUBLICATION DATE: January 1978

ABSTRACT: Estimates of the proportion of school children who should be receiving special education services because of emotional or behavioral problems vary considerably depending on the source. Prevalent figures range from .05 percent to upwards of 30 percent. According to the authors it appears, however, that 2 to 3 percent of all school aged children realistically could be considered seriously emotionally disturbed and therefore should be eligible for intensive special education. The authors discuss incidence figures based on a variety of operational definitions, the incidence of problem behavior in general populations, and, finally the significance of incidence estimates in program planning.

DESCRIPTORS: Incidence

TITLE: Developmental therapy: A textbook for teachers as therapists for emotionally disturbed young children.

AUTHOR: Wood, M. M. (Ed.)

PUBLISHER/PRODUCER: University Park Press
Baltimore, Maryland

PUBLICATION DATE: 1975

ABSTRACT: This series of chapters by a variety of authors takes an eclectic approach to the education of emotionally disturbed students. As a basic assumption, the editor believes that developmental therapy should be one of the roles that an educator should play. The book combines psychodynamic constructs such as feelings, identify, guilt, conflict, values, and self-concept with other principles of learning such as drives, motivation, reinforcement, task analysis and operant behavior. The chapters deal with such issues as curriculum, programmatic arrangements, field services, and services to parents.

DESCRIPTORS: General Reference

There are two major federal laws which protect the rights of emotionally disturbed/behaviorally disordered students; Public Law 94-142, The Education for All Handicapped Children Act of 1975; and Public Law 93-112, The Rehabilitation Act of 1973, Sections 503 and 504.

Prohibition of Discrimination Based on Disability

The Rehabilitation Act of 1973 represents the first major federal civil rights law guaranteeing equal opportunity to handicapped persons. The significant section of the act, "Section 504," provides that:

> No otherwise qualified individual . . . shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program conducted by any executive agency or by the United States Postal Service.

The regulations which eventually followed this federal law attend to such matters as employment, accessibility to programs of a variety of kinds, including health, social services, and education from preschool through post secondary education. Since any state or other governmental agency, public or private agencies, institutions, organizations, or other entities or persons receiving federal financial assistance are subject to the regulations, there are few programs and activities that might escape the responsibility by law to refrain from discrimination against handicapped persons. Section 504 regulations provide that no qualified handicapped person shall, on the basis of handicap, be subjected to discrimination in employment under any program or activity which receives federal assistance. A handicapped person is qualified if, with reasonable accommo-

dations, he can perform the essential functions of the job. Reasonable accommodations, as defined by Section 504 regulations, may include making facilities used by employees readily accessible to and usable by handicapped persons, job restructuring, part time or modified work schedules, acquisition or modification of equipment or devices, provision of readers or interpreters, and other similar actions.

Further, an employer may not use employment tests or other selection criteria to screen out handicapped persons unless the test or criteria are shown to be job related and unless alternative means of selection that do not screen out handicapped persons are not available. Neither may the employer ask whether an applicant is handicapped or inquire into the nature or severity of a handicap except for limited affirmative action purposes. The employer may only inquire into the applicant's ability to perform the job related functions.

Discrimination in Education

Under Section 504, which would generally be applied in the case of post secondary education, educational institutions may not discriminate on the basis of handicap, against an otherwise qualified person in matters of admission or programming. A qualified handicapped person is one who meets the academic and technical standards required for admission to or participation in the program.

Admission tests must be selected and administered to insure that their results accurately measure the applicant's aptitude or achievement. Further, the institution must modify its academic requirements if they

have the effect of discriminating, on the basis of handicap, against a qualified handicapped student. Such modifications may include changes in the length of time permitted for completion of degree requirements, substitution of courses required for a given degree, adaptation of the manner in which specific courses are conducted. Methods for evaluating handicapped student achievement must accurately represent that achievement, rather than reflecting the student's impaired sensory, motor, or speech skills. An institution may be required to provide special aids when necessary to assist the student in receiving the benefits of a program. Such aids may include tape recorded examinations, sign language interpreters for hearing impaired students, readers for visually handicapped students, and classroom equipment adapted for use by other health impaired students.

Actions That Parents May Take

Title VI of the Civil Rights Act of 1964 may be used when a parent or handicapped person believes that the child has been discriminated against. One may contact legal advocacy offices or register a complaint with the regional director of the Office of Civil Rights for Region V, 300 South Wacker Drive, Chicago, Illinois 60606.

Special Education for Emotionally Disturbed School Age Children

In 1975 the United States Congress passed and the President signed Public Law 94-142, The Education for All Handicapped Children Act. In the years since then, every state has passed new laws, or revised old laws, regarding the education of handicapped children to bring their state laws into essential conformity with the federal law. Thus, all

handicapped children in all of the states now have the right to a free appropriate public education.

Handicapped children are defined by the law as children who have been evaluated "as being mentally retarded, hard-of-hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who, because of these impairments, need special education and related services."

Rights of Handicapped Children

The fundamental right established by the law is the right to a free appropriate public education, regardless of the severity of the child's handicap. This means, according to federal regulations, the following:

Special education and related services which (a) are provided at public expense, under public supervision; (b) meet the standards of the state educational agency; (c) include preschool, elementary school, or secondary school education in the state involved; and (d) are provided in conformity with an individualized education program.

In order to provide the aforementioned free appropriate education, the law and regulations call for a number of specific rights which must be provided handicapped children and their parents or guardians. Among these rights are:

1. The right to nondiscriminatory testing. The school district must use assessment materials and procedures which have been selected and administered so as not to be racially or culturally discriminatory.

2. The right to procedural safeguards. Throughout the process of assessment, diagnosis, program planning, and implementation the parent or guardian has the right to prior notice before the schools take certain actions, the right to grant permission to the school to take certain actions, to refuse permission, to challenge professional decisions and to make use of an advocate, to request formal hearings, and to avail themselves of the full range of judicial proceedings.

   a. Right to notice. Parents or guardians of a handicapped child must receive prior notice written in their native language of any proposed formal educational assessment or denial of educational assessment, any proposed placement of their child in a special education program or the denial of such placement, or in the case of intent by the school to remove the child from a special education service.

   b. The right to an education in the least restrictive alternative placement. This section of the law means that the assessment and IEP teams must consider the unique needs of the child in deciding the particular kind of placement that would be most productive for the child. In light of that child's capabilities and needs, the school must provide the least restrictive environment possible. Further, handicapped children are to be placed with non-handicapped children to the maximum extent appropriate to the needs of the handicapped child. If the handicapped child can be appropriately educated in regular classes with the use of supplementary service, the law requires the school district

b. (cont.)

to provide such an environment. Segregated placements may only occur when education in the regular classroom, with supplemental support, is not appropriate for the child.

According to the individual needs of the child, some ED/BD children may well be placed in the regular public school classroom with supplementary assistance; however, still in keeping with the law, some ED children might well be placed in segregated special facilities because such a placement would be the least restrictive in light of the particular child's pattern of skills, abilities and needs. It is clear that the decision must be made on the basis of child characteristics and need, and not upon the programs or placements that might or might not be available in the particular school district or in neighboring school districts. If the needed placement is not available in the district, then it must be established either in the district or through some type of tuition arrangement with a public or private school having such a placement, presuming agreement by the parents.

c. The right to an individualized educational program or plan.

The school district must provide every handicapped child with an individualized educational plan (IEP) which is designed to insure that the child's particular special educational needs are met. The IEP must be developed by a team which includes one or both parents and, when appropriate, the child, as well as the child's regular classroom teacher, and special education and support personnel. Others may be included. The IEP must include: (1) a

c. (cont.)

statement of the child's present level of educational performance, (2) a statement of annual goals including short term instructional objectives, (3) a statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs, (4) the projected dates for initiation of services and the anticipated duration of the services, and (5) appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.

d. Due process hearing. When parents do not agree with the school decisions, they have the right to obtain an impartial due process hearing organized and conducted in the school district where the child lives. This hearing must take place before an impartial hearing officer mutually agreed to by the school board and parents. At the hearing, the parents may have the advice of an attorney or other advocate, there must be a written or tape recorded record of the hearing, witnesses may be called, and cross examination or challenges to those witnesses may be made. The hearing officer must make a written report which states the facts, together with his decision and the reasons for the decision.

e. The right to appeal. If the due process hearing officer rules against them, parents may then appeal to the State Commissioner of Education or State Superintendent of Instruction. If that officer rules against them, parents may then bring suit in the courts.

e. (cont.)

During such an appeal process, the disputed changes in the child's program or placement may not be made by the school.

The principal rights and opportunities described above are provided in the laws mentioned at the outset of this chapter plus other items which could be critical for a given person. Thus, it is wise to seek the advice of an advocacy office.

These laws provide to emotionally disturbed/behaviorally disordered students and to their parents a powerful tool which will help them insure equal access to an apropriate education, to employment, and to social and health services. In the majority of instances, it will not be necessary to call on these laws to advocate for such rights because, over the past few years, most social service agencies have become fully aware of their responsibilities under these and similar laws. However, when the situation calls for advocacy, those concerned about the handicapped person can take full advantage of the opportunities and procedural safeguards provided by such laws.

Additional Resources 6

Inservice for Regular and Special Education Teachers*

Behavior Management Strategies for the Classroom

1978

Workshop manual

Workshop format with an audience of regular classroom teachers who are working with special education students.

Behavior Management Strategies for the Classroom presents a workshop to acquaint regular classroom teachers with strategies and techniques useful in managing the behavior problems of special needs students placed in regular class settings.

The manual provides material for the development and implementation of four sequential two-hour sessions.

Session One presents an overview of and introduction to behavior management as an approach to effecting classroom behavior change.

Session Two describes nine intervention principles and procedures for developing a behavior management program.

Session Three describes types of reinforcement and strategies for selecting effective reinforcers.

Session Four examines sample programs and provides guidance for developing intervention programs to bring about positive behavior change.

Each section of the manual devoted to a separate session includes an overview chart, step-by-step guides for conducting the sessions, copies of handouts, and reference materials. The workshop includes leader presentations, selected readings for discussions, problem solving and simulation activities, and games. Supplementary multi-media materials are suggested for each session.

Research for Better Schools
444 North Third Street
Philadelphia, Pennsylvania 19123

Each Program $15.00

*Taken from: Training Systems, Materials and Resources for Mainstreaming: A Worklist. National Support Systems Project, University of Minnesota, Minneapolis, Minnesota, 1981.

Inservice for Regular and Special Education Teachers (cont.)

Behavior Modification Skills

Administration manual, 80 color slides in carousel, cassette tape, student response book for each unit.

Preservice or inservice training with regular and special education teachers.

This multi-media program is designed to teach seventeen specific skills in five interrelated sound/slide units. Summaries of behavioral objectives, skills reviews, practical exercises, and a bibliography are provided for each unit.

Unit 1, Observing Behavior, includes using behaviorally specific description, pinpointing, stimulus control, base lines of behavior, counting, charting, and identifying the observable causes of behavior.

Unit 2, Increasing Behavior, includes identifying reinforcers, rules for delivering reinforcement, and ensuring reinforcement effectiveness.

Unit 3, Decreasing Behavior, includes three methods for decreasing behavior, using time-out procedures, using response cost and over-correction procedures, and ensuring effectiveness of punishment procedures.

Unit 4, Creating New Behavior, includes efficient ways of using techniques for modeling, prompting, fading and shaping behavior.

Unit 5, Implementing the System, includes using token systems to implement behavior modification programs, ensuring token system effectiveness, and introducing behavior modification and the behavioral approach.

Research Media, Inc.
14 Story Street
Cambridge, Massachusetts 02138

$450.00

Classroom Management

1977

Four films, reading materials, and instructor's guide

Preservice and inservice programs for individual teachers, small groups or large groups.

These classroom management materials were developed by Walter R. Borg of Utah State University as part of the national Protocol

Materials Project, for which the dissemination is managed through the University of South Florida. Classroom Management is designed to teach teachers certain concepts and classroom management skills which relate to the rate at which disturbances and inattentiveness are likely to be present in the classroom. Each module deals with one important concept of classroom management. The research foundation for the modules comes from J. Kounin's Discipline and Group Management in Classrooms. (New York: Holt, Rineholt, Winston, 1976).

Transitions
Group Alerting
Learner Accountability
Withitness

Protocol Material
National Resources and Dissemination Center
University of South Florida
Tampa, Florida 33620

Note: This training package is but one of many available through National Resources and Dissemination Center at Tampa. For a catalog of other materials write to the Center at the address given above.

Let's Series Modules
Preparing Regular Educators for Mainstreaming
(Project PREM)

1976

Series of ten competency-based, field-tested training modules in the form of individual learning packets.

Preservice and inservice training of regular educators; adaptable for use with supervisors, administrators, and principals.

The Project PREM Let's Series Modules are designed to develop cognitive and attitudinal competencies for working with mildly handicapped students in the regular classroom. Each module contains a prospectus goals and objectives, flow chart, pre-test, specific objectives, learning alternatives, self-assessment inventories, and a post-test.

Attitudes of Teachers
The Concept of Implementation of Mainstreaming
Characteristics and Educational Implications for Handicapping Conditions
Individualizing Instruction
Communication Skills Development

Social and Academic Integration of Handicapped Children into the Regular Classroom
Testing and Observation Techniques
Behavioral Management Techniques
Sources and Development of Instructional Materials
Career Education Adaptations

Project PREM
EDB 210
The University of Texas at Austin
Austin, Texas 78712

Distributed by:
National Support Systems Project
350 Elliott Hall
University of Minnesota
75 East River Road
Minneapolis, Minnesota 55455

Mainstreaming: Classroom Management Techniques

1978

Four filmstrips, accompanying cassettes, discussion guide

Preservice and inservice training of regular class teachers

This multi-media program was designed to help elementary and secondary regular classroom teachers learn about and apply management strategies that will help mainstreamed children to function successfully in a regular classroom.

Filmstrips: You Can Make It Work
Learning Impairments
Behavioral Problems
Physical Disabilities

Guidance Associates
757 Third Avenue
New York, New York 10017

$84.50

Inservice for Regular and Special Education Teachers (cont.)

Mainstreaming Library

1977

Series of 15 resource books, varying from 224-320 pages.

Preservice or inservice training with regular education teachers.

This series is designed to provide background material and methodology for the regular class teacher dealing with special needs children in the classroom. Most of the books consist of collections of articles on a specific disability and include a topic matrix, glossary of terms, and appendix.

Special Education
Learning Disabilities
Mental Retardation
Autism
Behavior Modification
Speech and Hearing
Deaf Education
Emotional and Behavioral Disorders
Psychology of Exceptional Children
Diagnosis and Placement
Dyslexia
Visually Handicapped Education
Mainstreaming
Physically Handicapped Education
Gifted and Talented Education

Special Learning Corporation
42 Boston Post Road
Guilford, Connecticut 06437

Complete library set of 15 volumes: $130.00
Single titles: $8.75 each:

Individual Educational Programs
Human Growth and Development of the Exceptional Individual
Severely and Profoundly Handicapped Education
Counseling Parents of Exceptional Children
Pre-School Education for the Handicapped
Career and Vocational Education for the Handicapped
Vocational Training for the Mentally Handicapped

Inservice for Regular and Special Education Teachers (cont.)

Additional titles available at $6.25:

Three Models of Learning Disabilities
Motor Disorders
Language and Writing Disorders
Perception and Memory
Reading Disorders

Readings also available in a number of Teacher Resource Kits, with cassette tapes and/or filmstrips, teacher's guide, duplicating master, etc. Contact publisher for information on contents and cost.

Titles include: Special Education Program
Diagnosis and Placement Package
Emotional and Behavioral Package
Severely and Profoundly Handicapped Education Package
Specific Disability Package

Book and Cassette Programs:
Special Education
Learning Disabilities
Diagnosis and Placement
Gifted and Talented Education
Speech and Hearing
Mental Retardation
Visually Handicapped Education
Physically Handicapped Education
Autism

Mainstreaming Series

1977

Series of 15 paperbound books ranging from 120-136 pages

Preservice and inservice training of regular classroom teachers.

Each book in this series is designed to correct misconceptions about and improve understanding of the exceptional child. Each book provides practical suggestions for enhancing the mainstreamed child's personal and educational development. The series is presented in cartoon format to make for easy reading and avoid the use of jargon.

Inservice for Regular and Special Education Teachers (cont.)

--Mainstreaming Exceptional Children
--Managing the Hyperactive Child in the Classroom
--Mainstreaming the Gifted
--Behavior Disorders: Helping Children with Behavior Problems
--Mainstreaming the Hearing Impaired Child: An Educational Alternative
--Mainstreaming Children with Learning Disabilities
--Mainstreaming the Visually Impaired Child: Blind and Partially Sighted Students in the Regular Classroom
--Mainstreaming the Mentally Retarded Child
--The Physically Handicapped Child: Facilitating Regular Classroom Adjustment
--Counseling Exceptional Children: The Teacher's Role
--The Communicatively Disordered Child: Management Procedures for the Classroom
--Education of the Severely/Profoundly Handicapped: What is the Least Restrictive Alternative?
--Keeping in Touch with Parents: The Teacher's Best Friends
--*The Public Law Supporting Mainstreaming: A Guide for Parents and Teachers
--*Individualized Education Programming (I.E.P.): A Child Study Team Approach

Learning Concepts
2501 North Lamar
Austin, Texas 78705

Each title: $5.95

Resource Teaching: A Mainstreaming Simulation

1978

Multi-media simulation training program

Preservice and inservice training with special education teachers and regular education teachers involved in mainstreaming.

This series of simulation activities and role-playing situations is designed to help participants practice interpersonal skills with administrators, other teachers, children, and parents. The program covers student selection, scheduling, selecting materials, and other tasks commonly associated with developing and carrying out a resource program.

Charles E. Merrill
1300 Alum Creek Drive
Columbus, Ohio 43216

$120.00